

H. RES. 59

Resolved, That the following named Members be and are hereby elected to the following standing committees of the House of Representatives:

(1) COMMITTEE ON EDUCATION AND THE WORKFORCE.—Ms. Shea-Porter and Mr. Espallat.

(2) COMMITTEE ON SMALL BUSINESS.—Mr. Lawson of Florida.

The resolution was agreed to.

A motion to reconsider was laid on the table.

ADJOURNMENT FROM TUESDAY, JANUARY 24, 2017, TO FRIDAY, JANUARY 27, 2017; AND ADJOURNMENT FROM FRIDAY, JANUARY 27, 2017, TO MONDAY, JANUARY 30, 2017

Mr. ROYCE of California. Madam Speaker, I ask unanimous consent that when the House adjourns today, it adjourn to meet at 2 p.m. on Friday, January 27, 2017; and further, when the House adjourns on that day, it adjourn to meet on Monday, January 30, 2017, when it shall convene at noon for morning-hour debate and 2 p.m. for legislative business.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from California?

There was no objection.

ANNOUNCEMENT BY THE SPEAKER PRO TEMPORE

The SPEAKER pro tempore. Pursuant to clause 8 of rule XX, the Chair will postpone further proceedings today on the additional motion to suspend the rules on which a recorded vote or the yeas and nays are ordered, or on which the vote incurs objection under clause 6 of rule XX.

Any record vote on the postponed question will be taken later.

REINFORCING EDUCATION ACCOUNTABILITY IN DEVELOPMENT ACT

Mr. ROYCE of California. Mr. Speaker, I move to suspend the rules and pass the bill (H.R. 601) to enhance the transparency and accelerate the impact of assistance provided under the Foreign Assistance Act of 1961 to promote quality basic education in developing countries, to better enable such countries to achieve universal access to quality basic education and improved learning outcomes, to eliminate duplication and waste, and for other purposes.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 601

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) **SHORT TITLE.**—This Act may be cited as the “Reinforcing Education Accountability in Development Act” or the “READ Act”.

(b) **TABLE OF CONTENTS.**—The table of contents for this Act is as follows:

Sec. 1. Short title; table of contents.

Sec. 2. Definitions.

Sec. 3. Assistance to promote sustainable, quality basic education.

Sec. 4. Comprehensive integrated United States strategy to promote basic education.

Sec. 5. Improving coordination and oversight.

Sec. 6. Monitoring and evaluation of programs.

Sec. 7. Transparency and reporting to Congress.

SEC. 2. DEFINITIONS.

(a) **APPROPRIATE CONGRESSIONAL COMMITTEES.**—In this Act, the term “appropriate congressional committees” means—

(1) the Committee on Appropriations of the Senate;

(2) the Committee on Foreign Relations of the Senate;

(3) the Committee on Appropriations of the House of Representatives; and

(4) the Committee on Foreign Affairs of the House of Representatives.

(b) **OTHER DEFINITIONS.**—In this Act, the terms “basic education”, “marginalized children and vulnerable groups”, “national education plan”, “partner country”, and “relevant Executive branch agencies and officials” have the meanings given such terms in section 105(c) of the Foreign Assistance Act of 1961, as added by section 3.

SEC. 3. ASSISTANCE TO PROMOTE SUSTAINABLE, QUALITY BASIC EDUCATION.

Section 105 of the Foreign Assistance Act of 1961 (22 U.S.C. 2151c) is amended by adding at the end the following:

“(c) **ASSISTANCE TO PROMOTE SUSTAINABLE, QUALITY BASIC EDUCATION.**—

“(1) **DEFINITIONS.**—In this subsection:

“(A) **BASIC EDUCATION.**—The term ‘basic education’ includes—

“(i) measurable improvements in literacy, numeracy, and other basic skills development that prepare an individual to be an active, productive member of society and the workforce;

“(ii) workforce development, vocational training, and digital literacy informed by real market needs and opportunities and that results in measurable improvements in employment;

“(iii) programs and activities designed to demonstrably improve—

“(I) early childhood, preprimary education, primary education, and secondary education, which can be delivered in formal or non-formal education settings; and

“(II) learning for out-of-school youth and adults; and

“(iv) capacity building for teachers, administrators, counselors, and youth workers that results in measurable improvements in student literacy, numeracy, or employment.

“(B) **COMMUNITIES OF LEARNING.**—The term ‘communities of learning’ means a holistic approach to education and community engagement in which schools act as the primary resource center for delivery of a service to the community at large, leveraging and maximizing the impact of other development efforts and reducing duplication and waste.

“(C) **GENDER PARITY IN BASIC EDUCATION.**—The term ‘gender parity in basic education’ means that girls and boys have equal access to quality basic education.

“(D) **MARGINALIZED CHILDREN AND VULNERABLE GROUPS.**—The term ‘marginalized children and vulnerable groups’ includes girls, children affected by or emerging from armed conflict or humanitarian crises, children with disabilities, children in remote or rural areas (including those who lack access to safe water and sanitation), religious or ethnic minorities, indigenous peoples, orphans

and children affected by HIV/AIDS, child laborers, married adolescents, and victims of trafficking.

“(E) **NATIONAL EDUCATION PLAN.**—The term ‘national education plan’ means a comprehensive national education plan developed by partner country governments in consultation with other stakeholders as a means for wide-scale improvement of the country’s education system, including explicit, credible strategies informed by effective practices and standards to achieve quality universal basic education.

“(F) **NONFORMAL EDUCATION.**—The term ‘nonformal education’ means organized educational activities outside the established formal system, whether operating separately or as an important feature of a broader activity, that are intended to provide students with measurable improvements in literacy, numeracy, and other basic skills development that prepare an individual to be an active, productive member of society and the workforce.

“(G) **PARTNER COUNTRY.**—The term ‘partner country’ means a developing country that participates in or benefits from basic education programs under this subsection pursuant to the prioritization criteria described in paragraph (4), including level of need, opportunity for impact, and the availability of resources.

“(H) **RELEVANT EXECUTIVE BRANCH AGENCIES AND OFFICIALS.**—The term ‘relevant Executive branch agencies and officials’ means the Department of State, the United States Agency for International Development, the Department of the Treasury, the Department of Labor, the Department of Education, the Department of Agriculture, and the Department of Defense, the Chief Executive Officer of the Millennium Challenge Corporation, the National Security Advisor, and the Director of the Peace Corps.

“(I) **SUSTAINABILITY.**—The term ‘sustainability’ means, with respect to any basic education program that receives funding pursuant to this section, the ability of a service delivery system, community, partner, or beneficiary to maintain, over time, such basic education program without the use of foreign assistance.

“(2) **POLICY.**—In carrying out this section, it shall be the policy of the United States to work with partner countries, as appropriate, other donors, multilateral institutions, the private sector, and nongovernmental and civil society organizations, including faith-based organizations and organizations that represent teachers, students, and parents, to promote sustainable, quality basic education through programs and activities that—

“(A) take into consideration and help respond to the needs, capacities, and commitment of developing countries to achieve measurable improvements in literacy, numeracy, and other basic skills development that prepare an individual to be an active, productive member of society and the workforce;

“(B) strengthen educational systems, promote communities of learning, as appropriate, expand access to safe learning environments, including by breaking down specific barriers to basic education for women and girls, ensure continuity of education, including in conflict settings, measurably improve teacher skills and learning outcomes, and support the engagement of parents in the education of their children to help partner countries ensure that all children, including marginalized children and other vulnerable groups, have access to and benefit from quality basic education;

“(C) promote education as a foundation for sustained economic growth and development within a comprehensive assistance strategy that places partner countries on a trajectory